DOCUMENT RESUME

ED 149 849 PS 009 748

AUTHOR Click, Eulalia Tate; Powell, Judith A.
TITLE Preschool Children's Perceptions of the Aged.
INSTITUTION Oklahoma State Univ., Stillwater. Dept. of Family Relations and Child Development.
SPONS AGENCY Oklahoma State Univ., Stillwater. Div. of Home Economics.
PUB DATE [76]
NOTE 66p.

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS *Childhood Attitudes; Curriculum Evaluation; Learning Experience; *Measurement Instruments; *Older Adults; *Preschool Children; *Program Effectiveness; Research; Resource Teachers; *Stereotypes; Test Construction
IDENTIFIERS *Age ism

ABSTRACT

This study attempted to investigate: (1) preschool children's positive or negative perceptions of the aged, and (2) the effect of increased interpersonal contact with older adults on these perceptions. A review of related literature is reported. Two instruments, The Perceptions of the Aged Test (PAT) and The Familiarity With the Aged Questionnaire (FAQ) were developed. The PAT was administered to 47 3-, 4-, and 5-year-old children from three child development laboratories at Oklahoma State University. The FAQ was completed by subjects' parents. Subjects were divided into three groups: Group 1 received instruction in a "Living History with Young Children" unit from their teachers and four aged (65 to 80 years) resource persons who had talents or knowledge related to the concepts being taught; Group 2 received instruction in the "Living History" unit from their teachers only; and Group 3 did not receive instruction from the "Living History" unit and had no contact with the aged resource persons. After the 8-week instruction period, the PAT was readministered. Results indicate significant difference between the three groups on the PAT pretest. No sex or age differences were found on the FAQ. There were no significant differences in the perceptions of children who had interaction with aged persons and those that did not. Results are discussed. (SB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED149849

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Preschool Children's Perceptions of the Aged

Eulalia Tate Click

and

Judith A. Powell, Ed.D.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Judith A. Powell

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

Department of Family Relations and Child Development
Oklahoma State University
Stillwater, Oklahoma

PS 009748

Research supported by Department of Family Relations and Child Development and Division of Home Economics, Oklahoma State University

ABSTRACT

Title of Study: Preschool Children's Perceptions of the Aged

Scope and Method: The major purposes of the study were to determine preschool children's positive or negative perceptions of the aged and to determine the effect of increased interpersonal contact with aged on these perceptions. Two instruments, the Perceptions of the Aged Test (PAT), and the Familiarity With the Aged Questionnaire (FAQ), were developed. The PAT was administered to 47 children, three, four, and five years of age who were enrolled in three Child Development Laboratories at Oklahoma State University. The children were divided into three experimental groups. The FAQ was completed by the parents of the subjects. Also included in the study were four aged resource persons who interacted with one of the experimental groups on a regular basis for a period of eight weeks. Analysis of variance and Pearson r correlation coefficients were used to analyze the data.

Findings and Conclusions: (1) There was a significant difference between the three experimental groups on the PAT pretest. (2) There was no significant difference according to sex or age on the PAT pre-test. (3) There was no significant difference according to group, sex, or age on the FAQ. (4) There was no significant relationship between children's familiarity with the aged as measured by the FAQ and children's perceptions of the aged measured by the PAT. (5) There was no significant difference between the groups on the "perception shift" score. (6) Anecdotal records and observations made by the investigator during the study indicate that interaction between children and aged persons may result in positive benefits for both.

TABLE OF CONTENTS

Chapter		Page
I.	INTRODUCTION	1
	Purposes of the Study	3
	Hypotheses	3
	Definition of Terms	4
II.	REVIEW OF THE LITERATURE	6
	Attitudes Toward the Aged	6
	Existing Inter-Generational Programs	7
	Instruments for Assessing Attitudes Toward the Aged	10
	Implications for the Study	11
III.	METHODS AND PROCEDURES	12
	Introduction	12
	Development of the Instruments	12
	Development of the PAT	13
	Scoring of the PAT	15
	Establishment of Reliability for the PAT	16
	Development of the FAQ	17
	Scoring of the FAQ	18
	Establishment of Validity for the Instruments	18
	Selection of Subjects	19
	The Children	19
	Selection of the Aged Persons	20
	Implementation of the Project	21
	Administration of the PAT as a Pre-Test	21
	Administration of the FAQ	23
	Administration of the PAT as a Re-Test	23
	Analysis of Data	24
IV.	RESULTS AND DISCUSSION	26
	Examination of Major Hypotheses	26
	Supporting Results and Discussion	31
	Responses to Questions on the PAT	35
	Responses to Questions on the FAQ	38

Chapter Page

V. SUMMARY 40

Purposes of the Study 40
Methods of the Study 40
Results 42
Limitations of the Research 42
Recommendations 43

A SELECTED BIBLIOGRAPHY 45

APPENDIXES 48

APPENDIX A - FIRST DRAFT OF THE PAT 49

APPENDIX B - PERCEPTIONS OF THE AGED TEST (PAT) 51

APPENDIX C - FAMILIARITY WITH THE AGED QUESTIONNAIRE (FAQ) 57

APPENDIX D - INSTRUMENT VALIDITY QUESTIONNAIRE 61

APPENDIX E - PARENT LETTER 64

LIST OF TABLES

Table		Page
I.	Analysis of Variance Reflecting Differences by Group for Pre-Test Questions on the Perceptions of the Aged Test (PAT)	26
II.	Analysis of Variance Reflecting Differences by Group, Sex, and Age on the Familiarity With the Aged Questionnaire (FAQ)	29
III.	Analysis of Variance Reflecting Differences by Group in (Perception Shift) Between PAT Pre-Test and Re-Test	31
IV.	Mean Age of Children by Group	32

CHAPTER I

INTRODUCTION

A current theme in sociological and educational literature is the need for bringing children and the aged in closer contact with each other. Caldwell (1975) suggested that we need programs that are multi-generational, programs that involve people of all ages, programs that get us together so that we can appreciate the vantage point of the other. A study by Kastenbaum and Durkee (1964) revealed that the way in which young people view old age is of interest because these attitudes are likely to influence their interaction with persons who are elderly, and likely also to influence the individual's own adjustment as he joins the ranks of the aged. Mead (1973) has suggested that one way to provide continuity in young children's lives is to combine day care centers with centers for the elderly. The idea is that even though they are not strong enough to do all the work of handling young children, they could sit and listen to them and provide some continuity between the home and the school. She has said,

> I hope by ten years from now we'll have hundreds of communities in this country where older people can live near young families . . . but the first step is for anyone who is running any kind of children's set-up, to get some older people, bring them in and keep them there. Here is a great resource for everyone else is too busy (Mead, 1973, p. 329).

Montgomery (1973, p. 12) in listing nine developmental tasks that society and present-day circumstances prescribe for older persons,

includes "maintaining contact with children and grandchildren," and "keeping an interest in people outside the family." Therefore, programs to involve the old with the young would appear to have benefits for both. Downey (1974) in conversation with a principal of a school where a Retired Senior Volunteer Program, RSVP, had been implemented, believes there are

> fantastic benefits for the students, primarily the interaction that takes place. The older volunteers are sewing, crocheting, doing calisthenics, cooking, reading, playing games, and teaching knot-tying for the youngsters, but more than that they're sharing with the children their life of experiences that range over some 70 or 80 years. They're expanding the children's sense of time and their understanding of history (p. 38).

Another principal started the Grandparent Program several years ago (Morgulas, 1973). He felt that children whose only family contacts were with their parents or their siblings were losing the sense of family tradition. Conversely, people who had already raised a number of children and grandchildren had much to offer young children. He believed that "grandparents" could establish a particular rapport with young children. Because they had had the experience of raising children but were no longer involved in the daily problems of parenthood, they could teach children much about history, tradition, other countries, and other ways. Mead (1975) suggested that there are many things a school system can do to bring children and older people in contact with each other. Older people can be brought into nursery schools, day care centers and kindergartens, if only to sit in the sun, watch the children play, and be ready to listen to a child's questions, hopes and fears. In this way children learn to relate to older people, to accept their deafness and failing eyesight, and learn

from their lives. If children have learned to relate to very old people, then vigorous older people, alert in mind and body, will not seem so old to them.

Purposes of the Study

The over-all purposes of this study were: (1) to determine preschool children's positive or negative perceptions of the aged, and (2) to determine the effect of increased interpersonal contact with the aged on children's perceptions of the aged. Specific purposes were to:

1. develop an instrument, the Perceptions of the Aged Test (PAT), to determine preschool children's positive or negative perceptions of the aged;
2. develop an instrument, the Familiarity With the Aged Questionnaire (FAQ), to determine the degree of children's familiarity with the aged;
3. determine the relationship between children's sex and their positive or negative perceptions of the aged;
4. determine the relationship between children's age and their positive or negative perceptions of the aged; and
5. determine the relationship between the degree of familiarity with the aged and children's positive or negative perceptions of the aged.

Hypotheses

In order to expand our knowledge of young children's positive or negative perceptions of the aged and to increase effectiveness in

planning appropriate experiences for young children and aged persons together, the following null hypotheses were examined:

1. There are no significant differences in children's positive or negative perceptions of the aged as measured by scores on the PAT pre-test according to group, sex, or age.
2. There are no significant differences in children's familiarity with the aged as measured by scores on the FAQ according to group, sex, or age.
3. There is no significant relationship between children's familiarity with the aged as measured by scores on the FAQ and children's positive or negative perceptions of the aged as measured by scores on the PAT.
4. Increased contact with the aged in a school setting has no significant effect on children's positive or negative perceptions of the aged.

Definition of Terms

1. Preschool children - This study included children three, four, and five years of age.
2. Aged - The resource persons involved in this study were 65 years or older. This age as a criterion was not intended to mean that the researchers subscribe to the stereotypes about old people, but instead was merely being used as a cut-off point.
3. Perception - An immediate or intuitive cognition or judgment, often implying nice observations or subtle discriminations. Also, the power of having or exercising such perceptions (Webster, 1961, p. 624).

CHAPTER II

REVIEW OF THE LITERATURE

Attitudes Toward the Aged

The phenomenon of "age-ism," negative or hostile attitudes toward an age group different from one's own, has been discussed by Neugarten (1971). "Age-ism" results in stereotypes about the young, the middle-aged, and the old. These stereotypes influence our perceptions of appropriate and inappropriate behavior in ourselves and in other persons. They constrain our attitudes and our actions and make it difficult to improve relationships among persons of various ages. A recent review of literature on perceptions of the aged (McTavish, 1971) emphasized the negative nature of individual attitudes and perceptions toward the aged.

A number of studies have investigated attitudes toward old age and revealed a predominantly negative stereotype of the elderly (Bekker and Taylor, 1966; Tuckman and Lorge, 1953). The segment of the population investigated ranged from high school students to elderly persons, but the attitudes of younger age groups were not probed.

Some investigators (Hickey, Hickey, and Kalish, 1968; Kahana and Kahana, 1970; Kastenbaum and Durkee, 1964) have cited the importance of early experience in the development of attitudes toward, values of, and stereotypes about old age.

Powell (1974) interviewed 90 preschool children about their understanding of characteristics of the aged. She found that preschool aged children could identify and describe physical characteristics of the aged. Children three and four years old could not complete a sequencing task when asked to place three pictures of a person at different ages in a developmental sequence. However, these children could place the pictures in two groups classified as "young" or "old." Five-year-olds were able to complete the three picture sequencing task. In this same study, four- and five-year-olds exhibited negative attitudes toward the aged and toward the idea of growing old. Five-year-olds were more negative in their responses than three-and four-year-olds. Powell concluded that more research needs to be done in the area of young children's positive or negative perceptions of the aged.

Hickey et al. (1968) suggest that perhaps a more relevant research area than attitude surveys would be studies of personal and social interaction between the young and the old. Social contact between the young and the elderly might reduce stereotypes and attitudes which are vicarious in nature.

Existing Inter-Generational Programs

A number of programs exist at the national, state, and local levels which bring the young and old of our society together. The best known federal program of this kind is the Foster Grandparent Program (Egerton, 1972, p. 27). This program was originally administered by the Administration on Aging, later transferred to the Department of Health, Education, and Welfare where funding and

administration occurred through the Administration on Aging, and finally transferred to ACTION on July 1, 1971. Today, the program includes 10,500 foster grandparents serving 21,000 children in 137 projects in all 50 states. Stipulations of the program are that foster grandparents must be 60 years of age or over and of low income and they must serve needy children in health, education, welfare, and related settings (Egerton, 1972).

Exemplary as this may be, it is not only the needy aged and the needy children who are isolated from each other. The isolation of the generations occurs throughout all levels of society today. According to Downey (1974), in 1971, the Department of Health, Education, and Welfare funded 11 pilot projects involving persons 60 years of age and older in a wide range of volunteer activities. Since then, the program has been dramatically expanded. The Retired Senior Volunteer Program (RSVP as it has been designated) now operates in every state under the Domestic Volunteer Services Act of 1973 (Downey, 1974). One of the most important aspects of RSVP is the work participants do in schools and colleges. According to ACTION'S national information specialist, these volunteers serve in a wide variety of educational settings including public elementary and secondary schools, correctional schools, day care centers, adult education programs, and colleges and universities (Downey, 1974).

Some Model Cities Areas have effectively employed older residents in day care centers, thus allowing children's parents to take jobs (U. S., DHEW, 1971). A number of programs have been identified in which the aged are used as a major community resource to provide children with educational enrichment. In Winnetka, Illinois older

members of PAM (Project for Academic Motivation) meet with children in a one-to-one relationship to discuss and experiment, work with small groups or lecture before whole classes (U. S., DHEW, 1971). Schamber (1972) reported a project in which sixth graders traveled by bus about every three weeks to visit "adopted grandparents" in nursing homes. Schamber reported that boys and girls like to hear stories about the "olden days," a topic not usually encouraged by those who visit the elderly. Morgulas (1973) reported on a project which incorporates six grandmothers and two grandfathers into elementary school classrooms. Grandparents read to children, listen to children read, sew, play instruments, tell stories, go on field trips, demonstrate hobbies, and cook. In another project, a "Sensitivity to the Aging Process" unit was taught to 39 children aged 9 to 11 years during their social science period over seven weeks. Ianni (1973) reported that the children and the older adults gained much from the experience. The children grasped the idea that older adults need meaningful activity in their lives as well as good health, companionship, and adequate income. One of the reported outcomes was strengthened ties between the students and the older citizens in the community. Another school project in Edmonds, Washington drew upon a group called SOURCE (Seniors Offering Useful Resources for Children's Education) as resources in the school district. Members of the group signed up to use their skills, interests, and hobbies in working with children (Strachan, 1973). Teachers filled out requests and the Center director matched them up with the volunteers. It was reported that teachers found that the elderly classroom aides brought to the classroom a large store of warmth, patience, and affection and furnished

the reassuring grandparent image "that so many children are otherwise missing" (Strachan, 1973, p. 175).

Instruments for Assessing Attitudes Toward the Aged

There were a limited number of instruments available for the assessment of attitudes toward the aged. The most widely used attitudinal instrument was developed by Tuckman and Lorge (1953). This instrument was a "yes" or "no" questionnaire which consisted of 137 items in thirteen categories: conservation, activities and interests, financial, physical, family, personality traits, attitude toward the future, best time of life, insecurity, mental deterioration, sex, interference, and cleanliness. Lane (1962) used a revised version of the Tuckman-Lorge Questionnaire in examining the attitudes of youth toward old age.

Golde and Kogan (1959) used a sentence completion procedure for assessing attitudes toward old people. The responses were intended to reflect, among other factors, the emotions, physical attributes, interpersonal qualities, and values attributed to "old people" and "people in general."

Essays written concerning an old person were analyzed for the physical and social characteristics mentioned in a study of perceptions of the elderly by third grade students (Hickey et al., 1968). Kahana and Kahana (1970) utilized the interview and questionnaire to determine grandchildren's perceptions of their grandparents as to physical, psychological, and social characteristics and behavior. Sketches of male and female figures of various ages were utilized

by Britton and Britton (1969) to study age discriminations by preschool children. Children were requested to order chronologically the series of pictures presented. Five ages--child, adolescent, young adult, middle-aged adult, and old-aged adult--were represented for each sex type.

Although some instruments do exist for assessing attitudes toward the elderly, none are appropriate for use with the preschool aged children in this study.

Implications for the Study

Since literature reveals very little information about preschool children's perceptions of the aged, more research is needed in this area. Anderson (1959) reported that research is needed, and any studies undertaken are likely to have practical implications. Naus (1973) pointed out that in a recent comprehensive review of the relevant literature, many studies seem to emphasize the negative nature of individual attitudes and perceptions toward old people. In light of the need for increased inter-generational contact, the apparent success of programs using the aged as teaching resources, and the indication that preschool children exhibit "age-ism" or stereotyped ideas about the aged, bringing preschoolers and the aged together in a school setting seems a feasible concept.

CHAPTER III

METHODS AND PROCEDURES

Introduction

This study was conducted in conjunction with another study (Banta, 1976) in which an extensive social studies unit, "Living History With Young Children," was developed for the purpose of determining the effectiveness of using aged persons as resources in teaching historical concepts to young children and in helping children develop an appreciation of their heritage. The social studies unit (Banta, Powell, and Stromberg, 1976) has been published by Oklahoma State University and is available from the Department of Family Relations and Child Development. For purposes of this study, the social studies unit served as a vehicle for facilitating interaction between the aged persons and the children.

The experimental design included development of the research instruments, administration of the instruments, implementation of the "Living History" unit, re-tests, and evaluation.

Development of the Instruments

In devising research instruments to be used in the study of preschool children some special problems were encountered. One of the greatest was the verbal and written communication skills of which the child is capable. Because none of the instruments described in the

review of literature was suitable for use with very young children, one of the purposes of this study was to develop an instrument which could be used to determine preschool children's perceptions of the aged.

Since the subjects included in the study ranged in age from three to five years the investigator determined that the most acceptable technique would be the use of an interview in conjunction with visual stimuli and a questionnaire to be completed by the parents. The interview technique has been found to be particularly well suited for studies of very young children (Yarrow, 1960).

Development of the PAT

The Perceptions of the Aged Test, referred to as the PAT, was developed for the purpose of determining preschool children's perceptions of the aged.

The first draft of the PAT is included in Appendix A. It consisted of eight pictures of aged persons shown in conjunction with a series of 11 questions. This draft of the instrument was tested for effectiveness and appropriateness for use with young children in two pilot studies involving a total of 56 preschool age children.

One group was composed of 16 preschool children in one of the Oklahoma State University Child Development Laboratories. The group consisted of four- and five-year-old children with approximately equal numbers of males and females. This group was chosen on the basis of their similarity to the experimental groups used in the actual study. The second group consisted of 38 five-year-olds in the public school kindergarten in Heavener, Oklahoma.

The children in both groups were interviewed individually in a secluded area of their school. Based on the subjects' responses, the instrument was then re-evaluated by the investigator according to the following criteria: (1) Did the pictures help the child understand what was meant by "people who are old?" (2) Did the child understand the questions? (3) Did the questions elicit the appropriate type of responses from the child? (4) Was the interview interesting enough to hold the attention of the child?

On the basis of these pilot studies several changes were made in the initial instrument. Judging from the children's responses to the questions in the interview the investigator concluded that merely showing children pictures of people who were old did not guarantee that they were thinking in terms of old people as they responded to the questions. The investigator decided that more time needed to be spent at the beginning of the interview in helping the children understand what was meant by "people who are old." Also, on the basis of the children's responses several of the questions were determined to be irrelevant to the desired information. This resulted in the omission and revision of several of the original questions.

The information gained from these two studies was very helpful in the development of the second draft of the PAT. This instrument was tested for effectiveness and appropriateness for use with young children in a third study involving eight children in another of the Oklahoma State University Child Development Laboratories. Both males and females between the ages of three and five years were interviewed. The instrument consisted of pictures of three different age groups: males and females approximately four years of age designated as

"children"; a male and a female approximately 30 years of age designated as "grown-ups"; and a male and a female approximately 65 years of age designated as "people who are old." A series of 13 questions followed the presentation of the pictures. Based on the subjects' responses, the instrument was then re-evaluated by the investigator according to the following criteria: (1) Was the child able to classify the pictures into the three groups, i.e., children, grown-ups, and people who are old? (2) Did this classification process help to clarify for the child what was meant by "people who are old?" (3) Did the child understand the questions? (4) Did the questions elicit the appropriate responses from the child? (5) Was the interview interesting enough to hold the attention of the child? All of the subjects in this study were able to classify the pictures correctly and respond to the questions appropriately. On the basis of the children's responses, all of the questions on the second draft of the PAT were retained. After administering the PAT in the pilot study, the investigator concluded that all five aforementioned criteria were met, that the PAT was an appropriate instrument for use with young children, and that it would be useful in determining preschool children's perceptions of the aged. The final form of the PAT, including the six photographs, is presented in Appendix B.

Scoring for the PAT

The final form of the PAT consisted of 13 questions. The child's responses to these questions were recorded verbatim by the investigator with a tape recording serving as a means of checking for accuracy. Four questions were included in the PAT as general information

questions. The responses to these four questions were not scored but were useful in the interpretation of the data. Two questions elicited a "yes" or "no" response, and responses to seven of the questions were scored on the basis of a five-point continuum as follows:

-2	-1	0	+1	+2
Most Positive	Negative	Neutral	Positive	Most Negative

For simplicity and computational advantages each score was adjusted upward by three. All tables and mean scores reported in Chapter IV reflect this adjusted score.

In order to establish validity in the classification of the responses, each PAT was scored by the investigator and independently by two other early childhood education specialists. A 98 percentage of agreement was determined for the three sets of scores. In the few instances where differences occurred, the score agreed upon by two out of three judges was used.

Establishment of Reliability for the PAT

In order to establish a measure of reliability for the PAT, 24 subjects were chosen at random from the original group and re-tested on the PAT. This re-test was administered from one to two weeks after the initial pre-test. The re-test sample included: (1) three three-year-old females and three three-year-old males; (2) five four-year-old females and eight four-year-old males; (2) three five-year-old females and two five-year-old males; for a total of 11 females and 13 males.

A Spearman rank correlation coefficient was calculated from the initial test scores and re-test scores for each PAT. All of the

re-tests were administered by the investigator during the period from January 26, 1976, to February 7, 1976. Spearman rank correlation coefficient for the total PAT scores for the initial and re-tests was rho = .532 ($p < .01$).

On the basis of the reliability coefficient reported, the investigator accepted the PAT as a reliable instrument for use with three-, four-, and five-year-old children.

Development of the FAQ

The Familiarity With the Aged Questionnaire, referred to as the FAQ, was developed as a means of determining the amount and type of contact each child included in the study has had with older persons. The questionnaire was designed to be completed by the parents of the children.

The first draft of the FAQ was used in a pilot study with the parents of 38 five-year-olds who were also included in the pilot study. The parents were asked to take the questionnaire home, complete it, and return it to the investigator. Based on the parents' responses, the questionnaire was then re-evaluated by the investigator according to the following criteria: (1) Did the parents understand the questions? (2) Were the parents able to complete the questionnaire without difficulty or further explanation? (3) Were the questions beneficial in obtaining the desired information? In re-evaluating the questionnaire based on the pilot study the investigator determined that the aforementioned criteria were met. None of the original questions were changed and two additional questions were included for further information. The final form of the FAQ is presented in

Appendix C.

Scoring of the FAQ

The final form of the FAQ consisted of nine questions. Five of these were scored on the basis of most to least amount of contact with the aged, and the remaining four questions were recorded and considered in the interpretation of the results. The scoring formula for each question is in Appendix C.

Establishment of Validity for the Instruments

In addition to the aforementioned procedures, the two instruments were submitted to a panel of six judges for evaluation. All of the judges were experienced professionals in the field of early childhood education and held at least a master's degree in early childhood education or child development.

The judges were provided with a copy of the PAT containing the 13 items and the accompanying selection of photographs, and a copy of the FAQ containing the nine items. Items and pictures were retained if five out of six judges rated them as meeting the criteria included in the instructions for evaluation. The judges were asked to evaluate the photographs used in the PAT on the basis of appropriateness of age groups and neutrality of expression. The PAT was evaluated on clarity of directions, appropriateness for use with preschool children, and relatedness of questions to information being sought. The FAQ was also evaluated on clarity of directions and relatedness of the questions to the information desired. A copy of the instructions for

the judges including the criteria to be considered and the judges' response sheet can be found in Appendix D. All items and photographs were retained on the basis of the judges' evaluations.

Selection of Subjects

The Children

The subjects were 47 children three, four, and five years of age who were enrolled in three Child Development Laboratories at Oklahoma State University. The children were enrolled on the basis of their status on a waiting list compiled by date of application. There were 24 females and 23 males.

The children were divided into three half-day groups of approximately equal numbers of males and females. Each of the teachers of the three groups had a master's degree in child development or early childhood education from the Department of Family Relations and Child Development at Oklahoma State University. All teachers were under 30 years of age, had two to six years teaching experience, and shared a similar teaching philosophy.

The children's ages on March 1, 1976, were used in assigning them to age groups:

(1) Children from 36 through 47 months of age were classified as three-year-olds;

(2) Children from 48 through 59 months of age were classified as four-year-olds;

(3) Children from 60 through 71 months of age were classified as five-year-olds.

The sample consisted of 12 three-year-olds, 25 four-year-olds, and 10 five-year-olds.

The three groups were designated Experimental Group 1, Experimental Group 2, and Experimental Group 3. Experimental Group 1 received instruction in the "Living History With Young Children" unit from the teacher and aged resource persons. Experimental Group 2 received instruction from the "Living History" unit from the same teacher, but had no contact with the aged resource persons. Experimental groups 1 and 2 attended school in the same classrooms, with Group 1 attending mornings and Group 2 attending afternoons. Experimental Group 3, the control group, did not receive instruction from the "Living History" unit and had no contact with the aged resource persons.

Selection of the Aged Persons

Four aged persons were selected as resource teachers. Two males and two females ranging in age from 65 to 80 years participated in the study. The resource teachers were volunteers who possessed talents or knowledge related to the concepts taught in the "Living History" unit and had positive attitudes toward the idea of working with pre-school children. This was determined through interviews with a number of elderly persons in the community (Banta, 1976).

Each aged resource teacher came to the school twice a week for two weeks and spent two to four hours with the children during each visit. Some of the activities in which they participated were

demonstrating the use of equipment, involving the children in projects, telling stories related to their childhood, teaching songs to the children and showing pictures from their childhood. These activities were interfaced with the total curriculum for a period of eight weeks.

Implementation of the Project

Administration of the PAT as a Pre-Test

After the subjects were selected and the three groups were established as Experimental Group 1, Experimental Group 2, and Experimental Group 3, letters were sent to the parents explaining the purpose of the research and asking permission for their child to participate. A copy of the letter can be found in Appendix E. In order to establish rapport with the subjects, the investigator visited each school group over a period of a few days prior to the time the subjects were to be interviewed.

For the purpose of administration of the PAT to young children, the photographs were mounted on heavy white cardboard and laminated with plastic. The process made the photographs more durable and more easily handled by young children.

All of the interviewing was done by the investigator. The pre-testing began on January 19, 1976 and was completed on January 26, 1976 and the re-testing began on March 29, 1976 and was completed on April 5, 1976. In all three groups each child was interviewed

individually in an area of the school apart from the other children. All subjects were taken from their regular group during school time for the purpose of "playing a game" with the investigator. In each case, the investigator spent a few moments establishing rapport with the child before the testing period began. All of the interviews were tape recorded for purposes of accuracy on the part of the investigator and for use later with the parent questionnaire. No child was pressured to participate or to complete the interview if he chose not to do so. None of the children failed to respond. No extrinsic rewards were given the subjects for their participation.

The PAT is divided into two parts: the classification of the pictures, and the follow-up questions. The investigator began by showing the child the six pictures. The investigator told the child which groups the pictures belonged to as they were handed to him. The child was allowed to place the pictures on the table as he pleased. The investigator then asked the child to point to the pictures that belonged in each of the three groups, i.e., the children, the grown-ups, and the people who are old. After this task was successfully completed, the investigator continued with the follow-up questions. The child was given as long as he needed to answer the questions. If he did not respond after a reasonable amount of time the investigator proceeded to the next question. The average time required for the administration of the PAT was approximately five minutes using the technique described above.

Administration of the FAQ

In order to determine the amount and type of the subjects' contact with older persons prior to the study, the parents of each child were asked to participate by providing this information. This request was included in the letter to the parents explaining the purpose of the study. All of the parents agreed to participate and were most enthusiastic and cooperative.

The investigator arranged to interview the parents individually at their convenience in their home or at their child's school. During the interview the parents were asked to listen to the tape recording of their child's responses to the initial PAT and to complete the FAQ on the basis of these responses. The purpose of having the parents listen to their child's responses was to insure that they completed the questionnaire on the basis of persons their child considered "old." This took approximately ten minutes.

Administration of the PAT as a Re-Test

After the "Living History With Young Children" unit was taught and the aged resource persons had visited during the eight week period, the PAT was administered to all three groups of children as a re-test. The children were tested in exactly the same manner as described in the administration of the pre-test.

Analysis of Data

After conferring with Dr. Larry Claypool of the Oklahoma State University Statistics Department, it was determined that parametric analysis of variance would be used to test the major hypotheses. The advantage of the analysis of variance was that it not only established whether there was a significant difference between the means, but also established what the magnitude of the differences had to be in order to be significant at any given level of probability. Another advantage was the flexibility of comparing the three groups and determining whether there was a significant difference involving sex or age. The Pearson *r* correlation coefficient was chosen to determine the degree of relationship between the total PAT and FAQ scores. Analysis of variance was used to test for significant differences by group on the PAT pre-test and re-test scores. A "perception shift" score was calculated by subtracting the pre-test scores from the re-test scores.

The IBM data preparation sheets were prepared prior to key-punching the data on IBM cards. The following information was recorded for each subject:

(1) name;

(2) experimental group;

(3) age;

(4) sex;

(5) score for each item on the PAT pre-test;

(6) score for each item on the FAQ;

(7) score for each item on the PAT re-test.

A chain print-out was prepared and the key-punched information was verified by the investigator. All statistical analysis were made using the Statistical Analysis System (SAS) and the Oklahoma State University IBM 360/65 Computer.

CHAPTER IV

RESULTS AND DISCUSSION

Examination of Major Hypotheses

Hypothesis 1: There are no significant differences in children's perceptions of the aged as measured by scores on the PAT pre-test according to group, sex, or age. Mean scores of each group for each question on the PAT and the total PAT scores are presented in Table I.

TABLE I

ANALYSIS OF VARIANCE REFLECTING DIFFERENCES BY GROUP FOR PRE-TEST QUESTIONS ON THE PERCEPTIONS OF THE AGED TEST (PAT)

Pre-test Question	Group 1	Group 2	Group 3	Level of Probability
4	3.6	3.0	3.9	.01
5	3.8	3.2	3.9	.01
6	2.0	2.5	2.8	.001
7	3.6	3.4	3.9	n.s.
9	3.7	3.5	3.6	n.s.
10	3.9	3.5	3.9	.11
12	3.9	3.7	3.8	n.s.
Total PAT	24.56	22.85	25.82	.03

Analysis of variance indicated that there was a significant difference ($p < .03$) between the three experimental groups on the total PAT pre-test scores, with the highest score made by Group 3, the control group. Responses to Question 4, "Do people who are old have friends?" and Question 5, "Do people who are old have fun?", were significantly different at the .01 level. Responses to Question 6, "Are people who are old healthy or sick?" were significantly different at the .001 level, with Group 3 scoring highest in all cases. Analysis of Questions 8 and 11 which were "yes" or "no" responses, showed no significant differences between the groups on either question.

According to the total PAT scores there were no significant differences according to sex except for Question 12, "Can people who are old be friends with children?", with females scoring significantly higher ($p < .05$) than males on this question. There were no significant differences in pre-test scores according to age except for Question 6, "Are people who are old healthy or sick?", with five-year-olds scoring significantly higher ($p < .001$) on this question.

Hypothesis 2: There are no significant differences in children's familiarity with the aged as measured by scores on the FAQ according to group, sex, or age.

Four questions on the FAQ were not scored numerically but were considered in the over-all analysis of the data as they related to children's familiarity with the aged. These responses will be included in the discussion at the end of this chapter.

Five questions on the FAQ were scored on the basis of degree of familiarity with the aged. The possible range of scores was 0-18 with a score of 18 representing the highest degree of familiarity with

the aged. The scoring formula for each question is shown in Appendix C.

Mean scores on the FAQ by group, sex, and age are indicated in Table II. Analysis of variance indicated no significant differences at the .05 level according to groups, sex, or age on any question or the total FAQ score.

Hypothesis 3: There is no significant relationship between children's familiarity with the aged as measured by scores on the FAQ and children's perceptions of the aged as measured by scores on the PAT.

The Pearson r correlation coefficient was calculated to determine the degree of relationship between the total PAT scores and FAQ scores. The correlation coefficient was .25, significant at only the .09 level.

Although the correlations were low ($r = .29$), the following items were significantly correlated at the .05 level. PAT Question 10, "Are people who are old happy?", and FAQ Question 1, "How often does your child have contact with people who are old?", and the total PAT with FAQ Question 1. These correlations may indicate that the degree of contact a child has with aged persons does have some effect on his perceptions of the aged.

Hypothesis 4: Increased contact with the aged in a school setting has no significant effect on children's perceptions of the aged.

To test this hypothesis, one experimental group, Group 1, was taught a "Living History" unit as part of their daily curriculum and was visited twice weekly by aged persons who participated in the teaching and interaction with the children. One experimental group, Group 2, was taught the "Living History" unit in the same setting by the same teacher but with no visits by aged persons. Group 3, the control group, was not taught history or visited by aged persons.

TABLE II

ANALYSIS OF VARIANCE REFLECTING DIFFERENCES BY GROUP, SEX, AND AGE ON THE FAMILIARITY WITH THE AGED QUESTIONNAIRE (FAQ)

FAQ Questions	Experimental Groups 1	2	3	Sex F	M	Age Groups 3	4	5	Level of Probability
1	1.6	1.7	2.0	1.8	1.8	1.5	1.9	1.9	n.s.
3	1.9	2.2	2.1	2.0	2.0	1.8	2.3	1.9	n.s.
5	1.9	1.7	1.7	1.7	1.8	1.6	1.8	1.8	n.s.
6	2.0	1.6	1.9	1.8	1.9	1.9	2.0	1.5	n.s.
7	.9	1.1	.9	1.0	.9	.6	1.1	1.1	n.s.
Total FAQ	8.4	8.3	8.6	8.3	8.5	7.4	9.1	8.2	n.s.

After a period of eight weeks of instruction and sixteen visits by the aged to Group 1, all groups were re-tested on the PAT. To test for significant differences by groups a "perception shift" score was calculated for each subject by subtracting the PAT pre-test score from the PAT re-test score for each question. Analysis of variance was used to test for significant differences in "perception shift" by groups. Results are indicated in Table III.

There were no significant differences between the groups on the total "perception shift" score. There was, however, a significant difference between groups on Question 6, "Are people who are old healthy or sick?"

The change in perception in Group 1 was positive and significantly ($p < .02$) greater than that in the other two groups. Therefore, increased contact seemed to have an effect on children's perceptions of the aged as related to health.

To determine the relationship between the children's original perceptions as determined by the PAT pre-test scores and the degree of "perception shift," Pearson r correlation coefficients were calculated for PAT pre-test scores and "perception shift" scores. There was a negative correlation between the PAT pre-test score and the "perception shift" score. Although the correlation coefficient ($r = -.390$) was not extremely high it was significant at the .05 level. This may indicate that those who initially had the lowest PAT score showed the greatest change.

TABLE III

ANALYSIS OF VARIANCE REFLECTING DIFFERENCES BY GROUP IN (PERCEPTION SHIFT) BETWEEN PAT PRE-TEST AND RE-TEST

PAT Question	Group 1	Group 2	Group 3	Level of Probability
4	.00	.36	-.12	n.s.
5	-.06	.07	-.12	n.s.
6	.94	.21	.18	.02
7	.13	.29	-.18	n.s.
9	-.13	.21	.29	n.s.
10	.00	.21	-.12	n.s.
12	-.06	-.21	-.06	n.s.
Total PAT	.81	1.14	-.12	n.s.

Supporting Results and Discussion

According to the statistical analysis, there were no significant differences in the perceptions of children who had interaction with the aged persons and those who did not. However, the investigator feels a discussion of some informal results will add meaning to the study.

As the investigator got acquainted with the three groups of children she became aware of some important differences between them. One was that the children were heterogeneously grouped by age. These age groupings are shown in Table IV.

TABLE IV

MEAN AGE OF CHILDREN BY GROUP

Group	Three-Year-Olds (N=12)	Four-Year-Olds (N=25)	Five-Year-Olds (N=10)	Mean Age
1	10	6	0	3.4
2	0	8	6	4.4
3	2	11	4	4.1

Group 2 consisted of the oldest children with Group 1 one year younger over-all. Besides the age differences, the investigator felt that there were other important differences among the groups which were particularly apparent in the testing situation.

As a whole, the children in Group 3, the control group, seemed more mature and more positive in their response to the testing. This was particularly apparent at the time the PAT re-test was administered. A number of the children recognized the pictures and questions and commented that they had "played this game before." These children were also more verbal in their responses. Since Group 3 started out with the most positive perceptions and was apparently more familiar with the testing instruments this might have had some influence on the results.

Group 2, which was the oldest group of children, started out with the most negative perceptions and remained the most negative after the administration of the PAT re-test. Since this group had no interaction with the aged persons this was an interesting result when compared

to the study conducted by Powell (1974) who found that as children approached five years of age, they were more negative in their attitudes toward aging than three and four-year-olds.

> The question is whether this negative attitude is the result of a change in the intellectual abilities and concepts of children between their third year and their fifth year, the result of societal attitudes toward the aged, or the result of a combination of both factors (Powell, 1974, p. 85).

Although the results did not show a significant improvement in the perceptions of the children in Group 1 who had interaction with the aged persons, the investigator noted some interesting results and has done some further work with this group using the clinical approach to help explain the results.

The children in this group seemed very immature in the testing situation as compared to the other groups, which is understandable since this group contained the youngest children. Not only was their verbal response limited, but in the PAT re-test situation they did not appear to recognize the pictures or the test which they had been exposed to eight weeks earlier.

As the investigator administered the PAT re-test she became aware that the children did not seem to relate the aged persons with whom they had become acquainted to the questions on the PAT. Their responses were very similar to those they had made eight weeks earlier, with none of the children mentioning the aged resource persons in any way.

A possible explanation for this failure to relate the aged resource persons to the questions about "old people" in the test comes from Piaget's theory (1959) on classification. According to Piaget, children from the ages of two and one-half to four and one-half are limited in their ability to classify. From the ages of four and

one-half to six or seven, children make quasi-classifications, jumping capriciously from one basis of classification to another. In this study these children may not have been able to classify familiar people as "old." This raises some interesting questions about children's perceptions of the aged. In this study alone there are several questions which can be raised such as, were the instruments actually measuring children's perceptions of the aged in general or were the children limiting their responses to the pictures of the old people used in the instrument?

After the actual testing was completed, the investigator continued working with the children in Group 1. It was obvious that the period of interaction with the aged persons had been an enjoyable one for the children. They readily "warmed up" to each aged person and on the days that the aged persons did not come to the school the children always wanted to know when they would be back. Anecdotal records taken by the investigator during the eight weeks of interaction reveal many positive exchanges between the children and the aged persons. But since the children did not mention any of these aged persons on the PAT re-test the investigator went a step further. Pictures of each aged resource person were shown to each child in an informal interview with the investigator. All of the children recognized the aged persons in the pictures and most remembered their names. However, the investigator found that the children did not consider these aged resource persons to be old. A typical discussion between the children and the investigator was:

Investigator: "Do you remember these people who came to our school?"

Child: "Yes."

Investigator: "Do you think they were old?"

Child: "No, they were my friends."

On the basis of this type of response, the investigator concluded that the children did not consider the aged resource persons to be old and were, therefore, not classifying them as "old" on the PAT.

Responses to Questions on the PAT

Some of the responses to questions on the PAT are discussed here because they revealed insights into children's perceptions of the aged that could not be shown by assigning them a positive or negative rating.

In response to, "Do you know someone who is old?", two three-year-olds, three four-year-olds, and one five-year-old responded, "no." When asked "who" they knew was old, however, three three-year-olds and two four-year-olds pointed to the photographs in front of them and replied, "They are." The persons most often identified as "old" by the subjects were "grandparents" or "great-grandparents" with five three-year-olds, 16 four-year-olds, and eight five-year-olds responding in this manner. Other responses given were, "crocodiles," "snakes," "my babysitter," "teachers," "my daddy," and "Santa." Each parent considered his child's response to this question in order to complete the FAQ in terms of who the child considered "old."

In response to, "What do people who are old look like?", three three-year-olds, six four-year-olds, and one five-year-old said "I don't know," while three three-year-olds, six four-year-olds, and

three five-year-olds pointed to the photographs in front of them. Responses of three-year-olds concerning the old persons they knew were, "sad," "have glasses," "no hair," "curly hair and glasses," and "They look like old guys and they use canes to walk." Some responses of four-year-olds describing what the old people they knew looked like were, "grandmas," "yucky," "They're black, have black clothes and purple clothes and that kind of thing," "They look old and they look dirty," "With bumps and glasses on," "Like white," "They have different skin, all squishy," "They talk Spanish," "Tall and big," "They have wrinkles in them," "They don't have much hair," and "They have hats on." As a whole these responses seemed more negative than those of the five-year-olds. The five-year-olds gave more specific responses than threes and fours and their responses were more descriptive of actual appearance of old people they knew. Some five-year-old responses were, "They have white hair and wrinkles," "They have to wear glasses," "Look worn-out," "By the wrinkles in their skin and they wear glasses and their clothes are old," "Black and white hair-grey hair sort of," "They talk real old," "Well, they look nice," "White hair--sort of blueish," "They have beards," "Kind of their bones stick up--skinny with their bones kind of showing."

In response to the question, "What makes people get old?" half of the three-year-olds responded, "I don't know." Other responses to this question by three-year-olds were, "Germs make them old," "When they live a long time," "They eat too much and they get fat," "If they don't have enough hair," and "From just doing things." Although nine four-year-olds responded to this question with "I don't know," others identified some causes of aging as the wind, eating poison, germs,

candy, and dry skin. Several four-year-olds related the process of aging to size with responses such as, "They just keep getting a little bit taller," "From eating a lot and getting fat," "Cause they grow a lot," and "They grow and grow," while some appeared to have a definite understanding of the process of aging. These responses included, "By lots of years," "From the heart beating so fast and so long," "They were young and they got old," "They just live and turn into old." Only two five-year-olds responded by saying they did not know what made people get old. Other responses by five-year-olds included, "Their feelings," "From getting too big," "When they're weak and tired," and "Birthdays." These findings were consistent with those of Powell (1974) who found that there appeared to be a difference in the thinking and attitudes of three-year-olds and five-year-olds concerning the process of aging. The data were also consistent with Piaget's theory (1969) that to a child aging is not a perpetual and continuous process, but rather a process of change tending toward certain states; time ceases to flow once these states are attained. Piaget applies his theory to children below seven years of age (Powell, 1974).

Two other questions were asked which were not included in the scoring. One was, "Do people who are old work?" Nine three-year-olds, 23 four-year-olds, and eight five-year-olds said "no." Some responses as to what type of work old people do were, "Hammering and building houses," "They do experiments," "Look at papers," "Dig," "Work on lawns," "Do stores and libraries," "Sew and clean," and "Might work on a farm."

When asked, "Were people who are old ever children, like the children in your school?", seven three-year-olds said "yes" and five

said "no." This concept appears to be clearer for four- and five-year-olds with 17 four-year-olds and all ten five-year-olds responding positively.

No final conclusions could be drawn from these questions related to children's positive or negative perceptions of the aged. However, it is apparent that young children do have perceptions of the aged and that these perceptions change as children grow older. If increased contact with the aged helps them become more positive toward the aged as appears to be the case, then involving children with aged persons at an early age may prevent negative stereotypes and "age-ism" from forming. The long-term effects of such a program, without major change in societal attitudes toward the aged cannot be predicted. However, results of this study indicate that bringing young children and aged persons together in a school setting is a workable and feasible concept with positive outcomes for both age groups.

Responses to Questions on the FAQ

Four questions on the FAQ were not scored numerically, but are discussed here as they relate to children's familiarity with the aged. In response to, "Where does your child have contact with these 'older persons'?", 40 parents responded that their child visited in the older person's home or place of residence, 19 responded that the older persons came to their home, and 18 responded that their child had contact with older persons in a church or community group.

On the question, "The older persons with whom your child is acquainted are," 22 responded "great-grandparents," 40 responded "grandparents," 13 responded "friends," nine responded "neighbors,"

and seven responded "other relatives."

In response to, "In your judgment, your child's contacts with older persons have been," 38 responded "pleasant," four responded "some pleasant and some unpleasant," and four responded "neutral." None of the parents indicated that their child's contacts with older persons had been "unpleasant."

On the final question, "Has your child recently spent more time than usual with an 'older person'?", 26 said "no" and 21 said "yes," with Christmas mentioned most often as the time spent with older persons. Since this study was conducted shortly after the Christmas vacation, the investigator thought this factor might have some influence on the results.

Although no final conclusions could be drawn from these questions related to children's familiarity with the aged several observations were made: (1) most contact with older persons was made by visiting them in their home or place of residence; (2) in talking with parents, the investigator found that a number of children were familiar with their great-grandparents, and that many of their grandparents were not yet 60 years of age; (3) the majority of the contacts with aged persons were considered to be pleasant; and (4) the investigator found the parents to be extremely interested in the results of this study. A letter explaining the final results will be sent to each parent.

CHAPTER V

SUMMARY

Purposes of the Study

The major purposes of this study were to determine preschool children's positive or negative perceptions of the aged and to determine the effect of increased interpersonal contact with the aged on these perceptions. Since no appropriate instruments were available to achieve the purposes of the study, the Perceptions of the Aged Test (PAT), and the Familiarity With the Aged Questionnaire (FAQ), were developed by the investigator in the first phase of the study.

Specific purposes of the study were to: (1) determine the relationship between children's sex and their positive or negative perceptions of the aged; (2) determine the relationship between children's age and their positive or negative perceptions of the aged; (3) determine the relationship between the degree of familiarity with the aged and children's positive or negative perceptions of the aged.

Methods of the Study

The subjects were 47 children three, four, and five years of age who were enrolled in three Child Development Laboratories at Oklahoma State University. Also included in the study were four aged resource persons selected from the Stillwater area. The three groups of

children were designated Experimental Group 1, which received instruction from the "Living History" unit from the history teacher and the aged resource persons; Experimental Group 2, which received instruction from the "Living History" unit from the same history teacher but had no contact with the aged resource persons; and Experimental Group 3, which did not receive instruction from the "Living History" unit and had no contact with the aged resource persons.

The PAT was administered to each subject by the investigator. Twenty-three children were randomly selected to be re-tested for the purpose of establishing a measure of reliability for the PAT. During the eight week period of interaction between Experimental Group 1 and the aged resource persons, the parents of each subject completed the FAQ regarding their child's familiarity with the aged. At the end of the eight weeks the investigator administered the PAT as a re-test to each subject. All testing was done during the period from January 19, 1976, to April 5, 1976.

The analysis of variance was used to determine whether there were significant differences according to group, sex, or age on the: (1) PAT questions; (2) total PAT scores; (3) FAQ questions; (4) total FAQ scores; and (5) to test for significant differences by groups on the PAT pre-test and re-test scores. The Pearson r correlation coefficient was calculated to determine the degree of relationship between: (1) the total PAT scores and FAQ scores; and (2) the PAT pre-test and "perception shift" scores. An informal discussion of results was included to add further meaning to the study.

Results

Major results of the study were:

1. There was a significant difference ($p < .03$) between the three experimental groups on the PAT pre-test.
2. There was no significant difference according to sex or age on the PAT pre-test.
3. There was no significant difference according to group, sex, or age on the FAQ.
4. There was no significant relationship between children's familiarity with the aged as measured by the FAQ and children's perceptions of the aged as measured by the PAT.
5. There was no significant difference between the groups on the "perception shift" score.
6. Anecdotal records and observations made by the investigator during the study indicate that interaction between children and aged persons may result in positive benefits for both.

Limitations of the Research

The methodological limitations of the study include: (1) the size of the sample, which restricted the degree to which results can be generalized; (2) the sample which was limited to a convenience population, children enrolled in the Child Development Laboratories at Oklahoma State University; (3) the three groups of children were already established and were heterogeneous in make-up; (4) variable controls which were limited, i.e., there were no controls on the influence of teachers other than the history teacher, curriculum other than the "Living History" unit, or home environment, all of

which could affect children's perceptions of and familiarity with the aged.

Recommendations

1. Results of this study indicate a need for further experimentation with methods of measuring children's positive or negative perceptions of the aged and degree of familiarity with the aged.
2. For research of this type a homogeneous arrangement of groups would be beneficial with groups equal in age or with equal numbers of children of each age in a group.
3. Because the children did not classify the people they became familiar with as "old," it is suggested that photographs of the aged persons who would later interact with the children be used in the pre-test of the children's perceptions.
4. A similar study in which the children were not told the groups for classification, i.e., children, grown-ups, and people who are old, but were allowed to describe the pictures in their own terms might yield additional information without the confusion of the classification process.
5. Longitudinal studies to determine the long-term effects of increased interaction between young children and the aged might reveal additional outcomes of the project which would be beneficial.
6. Daily interaction with aged persons over an extended period of time might be necessary before results can be measured.
7. Projects of this type could easily be adapted for use in regular school situations.

A SELECTED BIBLIOGRAPHY

Anderson, J. E. The use of time and energy. In J. E. Birren (Ed.) Handbook of Aging and the Individual. Chicago: University of Chicago Press, 1959.

Banta, P. An inter-generational study: Living history with young children. Unpublished master's thesis, Oklahoma State University, 1976.

Banta, P., Powell, J., and Stromberg, F. Living History With Young Children. Stillwater: Oklahoma State University, 1976.

Bekker, L. D., and Taylor, C. Attitudes toward the aged in a multi-generational sample. Journal of Gerontology, 1966, 21, 115-118.

Britton, J. O., and Britton, J. H. Discrimination of age by preschool children. Journal of Gerontology, 1969, 24, 457-460.

Caldwell, B. Address at the Annual Conference of the American Home Economics Association, 1975. From a tape recording of Dr. Judith Powell, who attended the conference.

Downey, G. W. The greying of America. Nations Schools and Colleges, 1974, 1, 36-43.

Egerton, J. Foster grandparents at work here. American Education, 1972, 15, 25-29.

Golde, P., and Kogan, N. A sentence completion procedure for assessing attitudes toward old people. Journal of Gerontology, 1959, 14 (1-4), 355-363.

Hickey, T., Hickey, L., and Kalish, R. A. Children's perceptions of the elderly. Journal of Genetic Psychology, 1968, 112, 227-235.

Ianni, M. E. In loco grandparents. Instructor, 1973, 82 (2), 174.

Kahana, B., and Kahana, E. Grandparenthood from the perspective of the developing grandchild. Developmental Psychology, 1970, 1 98-105.

Kastenbaum, R., and Durkee, N. Young people view old age. In R. Kastenbaum (Ed.) New Thoughts on Old Age. New York: Springer Publishing Company, Inc., 1964.

Lane, B. Attitudes of youth toward the aged. Journal of Marriage and Family, 1962, 26, 229-231.

McTavish, D. G. Perceptions of old people: A review of research methodologies and findings. Gerontologist, 1971, 11 (4), 90-101.

Mead, M. Can the socialization of children lead to greater acceptance of diversity? Young Children, 1973, 28 (6), 322-332.

Mead, M. Grandparents as educators. The Education Digest, 1975, 40, 19-22.

Montgomery, J. E. Magna Carta of the aged. Journal of Home Economics, 1973, 65 (2), 7-13.

Morgulas, S. Teaching about Babe Ruth and Model T's. Saturday Review of Education, 1973, 1, 66.

Naus, P. J. Some correlates of attitudes towards old people. International Journal of Aging and Human Development, 1973, 4 (3), 229-243.

Neugarten, B. L. Grow old along with me! The best is yet to be. Psychology Today, 1971, 5 (5), 45-81.

Piaget, J. The Child's Conception of Time. London: Routledge and Kegan Paul, 1969.

Piaget, J., and Inhelder, B. La Genèse des structures logiques elementaires: Classifications et seriations. Neuchâtel: Delachaux et Niestlé, 1959.

Powell, J. A. J. Children's concepts of general divisions of time, historical time, and time and the life cycle. Unpublished doctoral dissertation, Oklahoma State University, 1974.

Schamber, E. Adopting grandparents. Today's Education, 1972, 61 (4), 41.

Strachan, M. P. Teachers are getting much needed help and children a new image of "grandma" and "grandpa." Instructor, 1973, 82 (2), 175.

Tuckman, J., and Lorge, I. Attitudes toward old people. Journal of Social Psychology, 1953, 37 (249-260.

U. S. Department of Health, Education, and Welfare. Let's End Isolation. Administration on Aging Publication No. 129. Washington, D.C.: Government Printing Office, 1971.

Webster's New Collegiate Dictionary. Springfield, Mass.: G. & C. Merriam Co., 1961.

Yarrow, L. J. Interviewing children. In P. H. Mussen (Ed.). Handbook of Research Methods in Child Development. New York: John Wiley and Sons, Inc., 1960, 561-602.

FIRST DRAFT OF THE PAT

PAT

Name _____

Age _____

Sex _____

Date _____

Group _____

Birthday _____

Pre-Test _____

Re-Test _____

Here are some pictures of people who are old.

1. Do you know somebody who is old? Who?
2. How can you tell he or she is old?
3. What makes people get old? Does everyone get old?
4. Is your mother old? Is your father old?
5. Where do people who are old live?
6. What do people who are old like to eat?

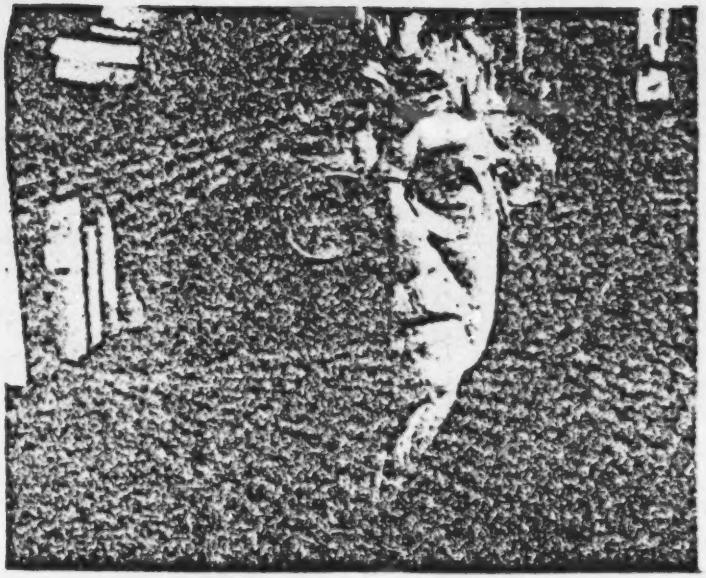
Here are some other pictures of people who are old. What are they doing?

7. Are there other things that people who are old like to do?
8. Do people who are old have fun? Why do you think so?
9. Do you ever talk to people who are old? What do you say?
10. Who is your favorite old person? Why?
11. Do you think you will ever get old?

Children

PERCEPTIONS OF THE AGED TEST (PAT)

Grown-Ups



People Who Are Old

PAT

PERCEPTIONS OF THE AGED TEST

Name _____ Group _____

Age _____ Birthday _____

Sex _____ Pre-Test _____

Date _____ Re-Test _____

Investigator: I have some pictures for you to look at. Some are pictures of children, some are pictures of grown-ups, and some are pictures of people who are old.

Can you show me the pictures of the children?
Can you show me the pictures of the grown-ups?
Can you show me the pictures of the people who are old?

If child is successful here, continue. If not, train him in the following manner.

Let's talk about these pictures some more. "These" are the pictures of the children, like you. "These" are the pictures of the grown-ups, like me. "These" are the pictures of the people who are old.

Repeat above procedure: Can you show me the pictures of the children, etc. Continue interview only if the child is successful at this point.

Now we're going to talk about the people who are old, like the people in "these" pictures you showed me.

Scoring: Score items -2 for most negative response, -1 for negative response, 0 for neutral response, +1 for positive response, and +2 for most positive response. The space below each question is for the subject's verbal response

---

1. Do you know someone who is old? Who?

2. What do people who are old look like?

3. What makes people get old?

_____ 4. Do people who are old have friends? Who are their friends?

_____ 5. Do people who are old have fun? What do they do for fun?

_____ 6. Are people who are old healthy or sick?

_____ 7. Are people who are old nice? Why or why not?

_____ 8. Do people who are old work? What do they do?

_____ 9. Do people who are old like children?

_____10. Are people who are old happy?

_____11. Were people who are old ever children like the children at your school?

_____12. Can people who are old be friends with children?

_____13. Is there anything else you would like to tell me about people who are old?

APPENDIX C

FAMILIARITY WITH THE AGED

FAQ

QUESTIONNAIRE (FAQ)

FAMILIARITY WITH THE AGED QUESTIONNAIRE

Please listen to the tape recorded interview about "people who are old" which was conducted with your child and answer the following questions regarding your child's familiarity with older persons. Try to think of these "older persons" in terms of those your child mentions.

Your child's name _____

Scoring: The number in parentheses indicates the scoring formula used by the investigator.

---

1. How often does your child have contact with people who are "old"?

   (4) _____ constantly (daily contact)

   (3) _____ frequently (once a week or more frequently)

   (2) _____ moderately (at least once a month to three times a month)

   (1) _____ infrequently (1-3 times a year)

   (0) _____ never

2. Where does your child have contact with these "older persons"?

   _____ older person lives in home

   _____ older person visits in your home

   _____ you visit in older person's home or place of residence

   _____ church group, community group, or other group

   _____ other, explain _____

3. With how many people who are "old" is your child well acquainted (knows their name, talks to freely, visits with frequently?)

(3) _____ more than four

(2) _____ two to four

(1) _____ one

(0) _____ none

4. The "older" persons with whom your child is acquainted are

_____ great-grandparents

_____ grandparents

_____ other relatives

_____ friends

_____ neighbors

5. If your child has grandparents or great-grandparents how far away do they live?

(4) _____ same town

(3) _____ same county

(2) _____ same state

(1) _____ out-of-state

6. If your child has grandparents or great-grandparents how often do they visit on the telephone?

(4) _____ daily

(3) _____ frequently (once a week or more)

(2) _____ moderately (once a month or more)

(1) _____ infrequently (1-3 times a year)

(0) _____ never

7. People who are "old" babysit with your child

   (4) _____ daily

   (3) _____ frequently (once a week or more)

   (2) _____ moderately (once a month or more)

   (1) _____ infrequently (1-3 times a year)

   (0) _____ never

8. In your judgment, your child's contacts with "older" persons have been

   _____ pleasant

   _____ some pleasant, some unpleasant

   _____ neutral

   _____ unpleasant

9. Has your child recently spent more time than usual with an "older" person? (For example, Christmas at Grandma's)

   _____ yes (Please explain _____)

   _____ no

INSTRUMENT VALIDITY QUESTIONNAIRE

To: Panel of Judges

From: Lalia Click

Judge _____

Position _____

I need your help in evaluating the instruments I have developed for my master's research involving preschool children's perceptions of the aged. The over-all purposes of my study are to determine preschool children's perceptions of the aged and to determine the effect of increased interpersonal contact with the aged on preschool children's perceptions of the aged.

The first instrument, the Perceptions of the Aged Test, (PAT) has been designed for use with three, four, and five-year-olds.

Instructions for Evaluation - Please consider the six pictures.

1. Are they appropriate on the basis of age groups, i.e., "children," "grown-ups," and "people who are old?"

2. Are they pictures of neutral expression (so as not to influence the child's response positively or negatively?)

Picture # 1 _____

Picture # 2 _____

Picture # 3 _____

Picture # 4 _____

Picture # 5 _____

Picture # 6 _____

If you feel the pictures are satisfactory, place a check beside the picture number. If you wish to make suggestions about the pictures, or if you wish to ask a question, please do so in the blank space beside the number of the picture.

Please consider the PAT test items.

1. Are the directions clear?

2. Is the task of classifying the pictures according to the three age groups appropriate and interesting for three, four, and five-year-olds?

3. Are the questions clear and related to children's perceptions of the aged?

If you feel the items are satisfactory, place a check by the item number. If you wish to make suggestions about the items, or if you wish to ask a question, please do so in the space below the item.

The second instrument, the Familiarity With the Aged Questionnaire, (FAQ), has been designed to be completed by one parent to determine the amount of contact and degree of familiarity his child has with aged persons.

Instructions for Evaluation - Please consider the FAQ items.

1. Are the directions clear?

2. Are the questions clear and related to the child's amount of contact and degree of familiarity with the aged?

If you feel the items are satisfactory, place a check by the item number. If you wish to make a suggestion about the items, or if you wish to ask a question, please do so in the space below the line.

Thank you so much for helping me in the development of these instruments!